DOCUMENT RESUME

ED 471 950 EC 309 370

TITLE	Program Unit Funding: A Handbook for ECS Operators in the 2002/2003 School Year.
INSTITUTION	Alberta Learning, Edmonton. Special Education Branch.
ISSN	ISSN-1481-0476
PUB DATE	2002-00-00
NOTE	58p.; For the 2000/2001 version, see ED 451 628.
AVAILABLE FROM	Alberta Learning, Special Programs Branch, 10th Floor, East Devonian Bldg., 11160 Jasper Ave., Edmonton, AB T5K 0L2, Canada. Tel: 780-422-6326; Fax: 780-422-2039; Web site: http://www.learning.gov.ab.ca. For full text: http://www.learning.gov.ab.ca/funding/specialneeds.asp.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Documentation; Early Childhood Education; Early Identification; Early Intervention; *Educational Finance; Educational Policy; *Eligibility; Expenditure per Student; Financial Support; Foreign Countries; *Inclusive Schools; Preschool Education; Program Costs; Program Development; School Districts; *Severe Disabilities; *State Aid; Student Transportation
IDENTIFIERS	*Alberta

ABSTRACT

This handbook is written specifically for Early Childhood Services (ECS) operators in Alberta, Canada, applying for Program Unit Funding for students with severe disabilities. It is also designed to enhance the understanding of how assistance is provided to ECS children with severe disabilities by teachers, special needs assistants, parents, and supporting agency personnel. Program Unit Funding is provided in addition to basic instruction funding to offset the costs of providing educational services for children with severe disabilities. Following an overview of Program Unit Funding and a list of ECS principles of early childhood education, sections of the handbook cover: (1) "Basic Requirements for Program Unit Funding," which includes information on approved operator status and local ECS special needs policies; (2) "Completion of Program Unit Funding Application Form"; (3) "ECS Transportation Funding," which addresses special transportation, in-home transportation, and field trips and other transportation; (4) "Reporting of Actual Costs"; and (5) "Other ECS Funding," which addresses basic instruction funding, funding for children with mild or moderate disabilities, and Program Enhancement Projects. Appendices include a checklist for development of local special needs policies, a special needs profile, and a summary of documentation for eligibility. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

EC

ED 471 950

Program Unit Funding

A Handbook for ECS Operators in the 2002/2003 School Year

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Andrews

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

EC 309370

BEST COPY AVAILABLE

Alberta LEARNING

Program Unit Funding: A Handbook for ECS Operators in the 2002/2003 School Year

ISSN: 1481–0476

Additional copies of this handbook are available from:
Alberta Learning
Special Programs Branch
10 Floor, East Devonian Building
11160 Jasper Avenue
Edmonton AB T5K 0L2
Telephone: (780) 422–6326 in Edmonton or toll-free in Alberta by dialing 310–0000
Fax: (780) 422–2039

Visit our Web site at http://www.learning.gov.ab.ca/funding/specialneeds.asp for a copy of this handbook.

This document is intended for:

Teachers	✓
Administrators	✓

Copyright © 2002, the Crown in Right of Alberta, as represented by the Minister of Learning. Alberta Learning, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2. Permission is given by the copyright owner to reproduce this document for educational purposes and on a non-profit basis.

TABLE OF CONTENTS

Page

Program Unit Funding 1
- Overview 1
- ECS Context 1

Basic Requirements for Program Unit Funding 2
- Overview 2
- Approved Operator Status 2
- Local ECS Special Needs Policies 2
- Age of Child 3
- Severe Disabling Condition of Child 3
- Functioning Level of Child 3
- Application for Program Unit Funding 4

Completion of Program Unit Funding Application Form 5
- Declaration Page 5
- Definitions of Severe Disabling Conditions Page 6
- Details of Children in Program Unit(s) Page 6
- Program Unit Funding Budget Page 9
- Other Considerations 10

ECS Transportation Funding 11
- Regular ECS Transportation 11
- Special Transportation 11
- In-home Transportation 11
- Field Trips and Other Transportation 12

Reporting of Actual Costs 12

Other ECS Funding 12
- Basic Instruction Funding 12
- Funding for Children with Mild or Moderate Disabilities 13
- Program Enhancement Projects (PEP) 13

Appendices
- A. Checklist for Development of Local Special Needs Policies 14
- B. Special Needs Profile: Preliminary Screen 15
- C. Summary of Documentation for Eligibility for PUF 16
- D. References 23

PROGRAM UNIT FUNDING

***PLEASE NOTE** throughout this handbook parent refers to parent(s) or guardian(s)*

Overview

Program Unit Funding is provided to approved Early Childhood Services (ECS) operators for children with severe disabilities who require additional support beyond that offered in a regular ECS program. Funding is provided for individual programs that meet the educational needs of children with severe disabilities. Program Unit Funding is available for a maximum of 3 years for each eligible child who is at least 2 years 6 months of age on September 1 and less than 6 years of age on September 1.

Note

To receive this funding, a child must be eligible, according to the criteria described, for at least one of the severe disabling conditions described in Section 2.5 of the *Funding Manual for School Authorities for the 2002/2003 School Year*. This funding is in addition to the Basic Instruction funding provided for every eligible ECS child who was registered as of September 30.

Payment of funding is based on approval of the Program Unit Funding application form. An Individualized Program Plan (IPP) must be developed for each child and the child's parent(s)* must be involved in the development of the IPP. A budget for each program unit is required as part of the application and must be based on the program outlined in the child's IPP. The Program Unit Funding application should be submitted as early as possible in the school year. The deadline for applications is January 1. Revisions will not be accepted. Applications for children who are diagnosed or registered after January 1 will be accepted until May 1.

Any questions regarding Program Unit Funding should be directed to the Special Programs Branch of Alberta Learning at (780) 422–6326 in Edmonton, (403) 297–6353 in Calgary (toll-free in Alberta by dialing 310–0000).

ECS Context

The principles ECS operators should use when working with a child are outlined in Alberta Learning's *Kindergarten Program Statement* (Revised September 2000).

- Principle 1 — Young children learn best when programming meets their developmental needs.
- Principle 2 — Young children develop knowledge, skills and attitudes that prepare them for later learning.
- Principle 3 — Young children with special needs, through early intervention strategies, develop knowledge, skills and attitudes that prepare them for later learning.
- Principle 4 — Young children build a common set of experiences through interaction with others.
- Principle 5 — Parents have the opportunity for meaningful involvement in the education of their young children.

- Principle 6 — Coordinated community services meet the needs of young children and their families.

In addition, as stated in Early Childhood Services Policy 1.1.3, (April 29, 2002) an approved operator shall:

- accept and organize programming for all children with special needs who meet eligibility criteria, and for whom programming is requested
- develop policy and procedures addressing the special needs component of the ECS Program consistent with Alberta Learning regulations
- consult with and inform parents of all program placement decisions and of all program planning, implementation and evaluation activities directly involving their child.
- have on file an Individualized Program Plan (IPP) for each child with mild, moderate or severe disabilities and a child who is gifted and talented.

BASIC REQUIREMENTS FOR PROGRAM UNIT FUNDING

Overview

Eligibility to receive funds for a child with a severe disability is based on the following:

- approved operator status
- local ECS special needs policies
- age of child
- severe disabling condition of child
- functioning level of child
- application for Program Unit Funding.

Approved Operator Status

Note

Only those ECS operators meeting all terms and conditions for approved status are eligible to receive funds on behalf of children with special needs. Please note that status as a Designated Special Education ECS program requires approval by the director of the Special Programs Branch in addition to approved ECS operator status (please see section 2.5 of the *Funding Manual for School Authorities for the 2002/2003 School Year*).

For information on seeking approved ECS operator status, please contact one of Alberta Learning's Field Services Office at:

- (780) 427–2952 in Edmonton
- (403) 297–6353 in Calgary

toll-free in Alberta by dialing 310–0000.

Local ECS Special Needs Policies

It is expected that ECS operators will develop ECS policies to provide programs for children with special needs. These policies should be consistent with those outlined in Early Childhood Services Policy 1.1.3 (April 29, 2002) included in the current Alberta

Learning *Policy, Regulations and Forms Manual.* Such policies will include the monitoring and evaluation of Program Unit Funding programs. See Appendix A, page 14 for information on developing local policies.

Age of Child

Program Unit Funding is available for children with severe disabilities starting at a minimum age of 2 years 6 months to a maximum age of less than 6 years on September 1. This funding is provided for a maximum of 3 years. The following table outlines the age of eligibility for funding for all types of ECS programs.

AGE OF ELIGIBILITY FOR FUNDING OF ECS CHILDREN

Eligibility Type	**For funding of an ECS program, the minimum age of the child on September 1 of the program year must be:**
Child with a severe disability	2 years, 6 months
Child with a mild or moderate disability	3 years, 6 months
Regular program child	4 years, 6 months
Developmentally immature child	5 years, 6 months

Note: A child with a severe disability is eligible for 3 years of Program Unit Funding. Care should be taken to ensure that school entry into Grade 1 will follow the third year of Program Unit Funding. The minimum age for school entry may vary among school jurisdictions. ECS children who meet the age requirement listed above are eligible for ECS Basic Instruction funding, if registered on or before September 30.

Severe Disabling Condition of Child

The ECS operator is required to make decisions regarding the severity of the disabling condition based on information and documentation from qualified specialists.
A list of the eligible severe disabling conditions is included in Section 2.5 in the *Funding Manual for School Authorities for the 2002/2003 School Year.*

Functioning Level of Child

Note

Although the ECS operator is required to make decisions regarding the severity of the disabling condition, it is the extent to which the child can function in the ECS program that is most important in determining the child's program needs. In the event of uncertainty, ECS operators may contact the Special Programs Branch for advice and/or pre-approval.

A child with a severe disability who can function in a group setting at no additional cost is not eligible for Program Unit Funding. Program Unit Funding is designed to assist the child who requires special supports and services that would not normally be available in the ECS classroom. In providing the most enabling educational environment possible, ECS operators are encouraged to consider models other than direct one-on-one assistance, especially for large blocks of time.

A variety of models should be explored before final program decisions are made. The following checklist may help ECS operators in determining an appropriate program.

Yes	No	
❑	❑	Is specialized or adaptive equipment necessary for the child?
❑	❑	Are special instructional materials required?
❑	❑	Is therapeutic support required?
❑	❑	Does the teacher or any other ECS staff member require special training?
❑	❑	Do the parents require training to help them work with their child?
❑	❑	Is special transportation necessary?
❑	❑	Are the child's needs such that direct one-on-one activities and/or individualized instruction within group activities will be necessary?

Operators may find a preliminary screen useful in determining whether or not a child qualifies for Program Unit Funding. Preliminary screens are optional and not a requirement for Program Unit Funding. An example of a *Special Needs Profile: Preliminary Screen* form is in Appendix B, page 15 of this *Handbook*.

Application for Program Unit Funding

To receive Program Unit Funding, ECS operators must submit a completed Program Unit Funding application. Detailed information on completing the application follows on pages 5–10.

COMPLETION OF PROGRAM UNIT FUNDING APPLICATION FORM

The following information is provided to assist ECS operators in completing a Program Unit Funding application form.

Declaration Page

On the declaration page, the ECS operator declares that an Individualized Program Plan (IPP) has been developed and implemented for each child on the application according to the following criteria:

- Parent Involvement — Parents are an integral part of the planning and decision-making process. They must be involved in and informed of all aspects of their child's program. Specifically, they must be fully aware that an IPP is in place and that an application for Program Unit Funding is being submitted.

- Screening and Assessment — Written documentation provided by a qualified specialist is required and must identify the severe disabling condition of the child according to the criteria (see Section 2.5 in the *Funding Manual for School Authorities for the 2002/2003 School Year*). This documentation must be updated to reflect the current functioning level of the child to confirm that the child continues to qualify for funding. To expedite the claim, attaching a summary form containing diagnosis and test results or an actual assessment report may be useful.

- Development of IPP Program Goals — The ECS operator must develop measurable goals and objectives based on the screening and assessment results. These goals should be consistent with the six principles from the *Kindergarten Program Statement* (Revised September 2000) that are reprinted on pages 1-2 of this *Handbook*.

- Teacher-directed Program — It is essential that a certificated teacher be directly involved in all aspects of the child's program. The child's program activities should be integrated into the regular classroom as much as possible. Support from specialists and other appropriate personnel can assist in the delivery of the child's program.

- Consultative Assistance — Appropriate print resources and professional development opportunities, such as special education conferences, in-service activities and support groups should be made available to staff and parents.

- Direct Services — Each child should be provided with the direct services necessary to meet their program needs. Parents also may be included in these activities.

- Case Conferences — Regular discussions, in consultation with the parents, should be held to evaluate each child's program and decide where change is needed.

Case conferences may include one-on-one discussions, small group meetings, extended group meetings or specialist meetings.

- Other Considerations — The contact person should be the person most familiar with the details of the application. Signatures of the superintendent/president and secretary-treasurer are required.

Definitions of Severe Disabling Conditions Page

See Section 2.5 in the *Funding Manual for School Authorities for the 2002/2003 School Year* for descriptions of the severe disabling conditions.

Details of Children in Program Unit(s) Page

Program Unit and Clustering

A program unit may contain one or more children. When a program unit contains more than one child, this is referred to as clustering. ECS operators are encouraged to consider the clustering or grouping of children to allow for some sharing of services. For example, children may be physically grouped because they have similar disabling conditions and/or are of a similar functioning level. A cluster often involves a group of children sharing the same teacher assistant at the same time. Clustering is often effective for children with severe communication problems.

Centre-based Programs

Within centre-based ECS programs, the child receives instruction in a classroom setting at a centre or school. The number of centre program hours is the total amount of time in the school year that the child receives instructional programming based on IPP goals in the centre.

When planning a centre-based program for a child, ECS operators should ensure the number of program hours does not exceed what is required for the child's developmental needs prior to age 6.

- For funding purposes, a full-time program must provide 800 hours of instructional programming.
- A 3- or 4-year-old child's educational needs may be adequately met in a 475-hour program.
- An 800-hour program is an option that may be considered for a child in the Kindergarten year prior to entering Grade 1.

Note

- Provision of extensive hours of programming (beyond what would normally be considered developmentally appropriate for a young child) should be discussed with Special Programs Branch Managers prior to the submission of an application.

In-home Programs

An ECS in-home program is delivered to an ECS child on a one-on-one basis through home visits in the child's home or other alternate setting by a teacher, teacher assistant and/or child development specialist. The primary purpose of an in-home program is to actively involve parents and/or caregivers (with the educational team) in the development and delivery of a comprehensive educational program for the child. For program and funding purposes, an eligible home visit must meet the following requirements:

- all home visits must be under the supervision of the child's teacher
- a home visit must involve the parent/guardian or alternate caregiver
- a home visit must be at least 1.5 hours in length
- visits to the home by a developmental specialist need to support the child's overall educational program in order to count as an eligible home visit.

Important considerations for the provision of home visits:

- The number, setting and structure of home visits must be determined in consultation with the parents prior to the implementation of the program.
- Some visits to alternate caregivers can be included with the parent's agreement.
- Summary reports of visits to alternate caregivers must be shared with the parent.
- All home visits should be carefully planned and documented, as part of the child's program.

Only those home visits that meet the criteria described above may be included in the calculation of the ceiling of PUF budgets. Questions regarding criteria associated with home visits should be directed to the Special Programs Branch.

Combination Programs

An ECS program for a child may consist of a combination of a centre-based program and an in-home program (e.g., 475 program hours and 10 home visits). Combination programs may be particularly effective for very young children who require extensive programming.

Funding Ceiling

Since Program Unit Funding is intended to meet each child's individual needs, it provides for flexibility in programming. The figures in the chart below represent maximum ceilings only. Average provincial costs for Program Unit Funding are less than $14,000 per child.

FUNDING CEILING BASED ON A FULL-TIME PROGRAM (800 HOURS)	
Number of Children Enrolled in Program Unit	**2002/2003 Program Unit Rates**
1	$20,864
2	$26,039
3	$31,214
4	$36,389
5	$41,564
6	$46,739
each additional child	$ 5,175

A funding ceiling is calculated for each program unit. For program units that are less than full-time, the funding ceiling is pro-rated based on the number of hours, visits and months that the child is in the program. For example:

- The ceiling for a 500-hour program with one child is calculated as follows:

  $\frac{500}{800} \times \$20,864 = \$13,040$

- The ceiling for a 400-hour program with 9 home visits is calculated as follows:

  $\left(\frac{400}{800} + \frac{9}{36}\right) \times \$20,864 = \$15,648$

- The ceiling for a 6-month program, if the child is in a full program ending on June 30, is:

  $\frac{6}{10} \times \$20,864 = \$12,518$

- When a child leaves a program before the end date specified, a letter of notification must be submitted to the School Finance Branch outlining the following information:
  a) the child's program start date and end date; and
  b) an estimated cost of the child's program up to the time of departure. If no cost estimate is provided, the approved budget will be pro-rated based on the months the child was in attendance at the program.

  The original approved budget total and ceiling will then be reduced.

Program Unit Funding Budget Page

For descriptions of specific budget areas on the budget form, refer to the *Funding Manual for School Authorities for the 2002/2003 School Year*, Section 2.5.

Special Programs Branch staff approves the Program Unit Funding budget. The following are considered by Special Programs Branch staff and include points for ECS operators to consider prior to the submission of the budget for each Program Unit Funding application.

Instruction — Salaries and Wages

- ❑ Is there a relationship between the number of hours claimed for a child (as indicated on Form 01AL2.5a: Details of Children in Program Units) (e.g., 475-hour program) and the number of hours claimed for a teacher assistant (as indicated on Form 01AL2.5a: Program Unit Funding (PUF) Budget) (allowing for an additional 10% for preparation time)?
- ❑ Is there a relationship between the number of home visits (e.g., 20 hours of home visits) and number of hours for a teacher assistant (e.g., 20 – 22 hours)?

Note

The ECS teacher's salary is not included as part of the program unit cost because ECS Basic Instruction funding is provided to support the cost of hiring an approved ECS teacher. (A teacher's salary is included for Designated ECS sites only).

Instruction — Services Purchased

- ❑ Are the services purchased clearly specified and reasonable in cost?
- ❑ Has the ECS operator explored accessing services from other agencies?

Transportation

- ❑ Has the ECS operator accessed Alberta Learning's transportation funding by December 15?
- ❑ Is the operator claiming only those transportation costs that exceed the transportation funding?
- ❑ If the child's program started after September 30, has the operator claimed all transportation costs under Program Unit Funding?

Capital Items

- ❑ Are capital items appropriate and necessary for the child's needs and are they specified on the application?
- ❑ Have capital costs been submitted (for the required prior approval) to the Special Programs Branch?
- ❑ Is a required letter of recommendation from a specialist submitted with the Program Unit Funding application?

Other Considerations

- Program Unit Funding applications must be submitted before January 1 of the program year.
- ECS operators should plan and budget carefully. Revisions to budgets will only be considered in exceptional circumstances.
- The final Program Unit Funding amount paid will be the lesser of the program unit ceiling, approved budget amount or the actual costs.
- Program Unit Funding is available for each eligible child with a severe disability for a maximum of 3 years. *Partial years are considered part of the 3 years*; for example a 2-month program in 2001/2002 represents one year of funding.
- A maximum of 800 program hours, 36 in-home visits, or a combination of the two, per year, will be funded.
- Applications for children who are diagnosed or registered after January 1 will be accepted until May 1.

Designated Special Education ECS Programs

- Where at least 70% of the ECS children served have severe disabilities, the Designated Special Education ECS programs may include all program costs in their Program Unit budget (except capital building costs and other fixed costs that would still be incurred if the program did not operate).
- Other revenues such as Basic Instruction and Transportation funding will be applied to the program costs.

School Jurisdictions

- Payments to school jurisdictions are distributed on a monthly basis at 8.33% a month with the exception of January and August, which are at 8.35%.

Private ECS Operators

- For Private ECS Operators, the Program Unit Funding payment schedule is:
  - on receipt of budget (58.33% advance)
  - in April (80% less previous payment)
  - on approval of final costs (100% less previous payments). Final payment of the approved budget is paid upon submission of the Audited Financial Statement and is the lesser of the total approved budget, actual expenditures and the approved ceiling.

ECS TRANSPORTATION FUNDING

Regular ECS Transportation

ECS Transportation funding is provided for a child who can be transported by 2002/2003 conventional means; i.e., school bus, public transit or a parent. Regular ECS Transportation funding is provided at $423 per eligible transported child. This funding is claimed on the ECS Transportation application form. For further details, refer to the *Funding Manual for School Authorities for the 2002/2003 School Year*, Section 2.7.

Special Transportation

Funding for transportation to and from school is provided for a child who requires special transportation; e.g., handi-bus, when, because of the severity of the child's disability or because of the child's age, the child can not ride regular rural or urban transportation.

For 2002/2003, Special Transportation funding is provided at $11.40 for each round trip. This funding is claimed on the ECS Transportation application form and deducted as revenue from the cost of transportation submitted on the Program Unit Funding application. Program Unit Funding covers transportation costs that exceed the Special Transportation funding.

Note: Special Transportation funding is not available for children whose programs start after September 30. Children who are identified as eligible for Program Unit Funding after September 30 may have their transportation costs claimed as an expense under Program Unit Funding. For further details on Special Transportation funding, refer to the *Funding Manual for School Authorities for the 2002/2003 School Year*, Section 2.6.

In-home Transportation

Transportation funding is provided for each scheduled visit that is made by a teacher, a child development specialist or a teacher assistant to the home of a child enrolled in an ECS in-home program.

- For 2002/2003 in-home Transportation funding is paid for a maximum of 36 visits at $11.40 for each round trip.
- The amount of $11.40 can be claimed for each round trip, regardless of the actual cost of the trip. For example, a round trip in-home visit may cost only $2.00 but the ECS operator will claim the full amount of $11.40 for each in-home visit to a maximum of 36 in-home visits.
- Local policies will determine the transportation rate that will be provided to the in-home service provider, keeping in mind that even if the service provider has more than 36 in-home visits, the maximum amount the ECS Operator can claim is $410.40 (36 in-home visits x $11.40).
- Funding is claimed on the ECS Transportation application form and deducted as revenue from the cost of transportation on the Program Unit Funding application.

Note

- Program Unit Funding covers transportation costs that exceed the in-home Transportation funding.

Note: Special Transportation funding is not available for children whose programs start after September 30. Special Transportation expenses for these children may be claimed as a Program Unit Funding cost. For further details, refer to the *Funding Manual for School Authorities for the 2002/2003 School Year*, Section 2.6.

Field Trips and Other Transportation

Transportation costs incurred for field trips or other activities can be claimed as part of transportation costs under Program Unit Funding. Field trips claimed must be those trips provided in addition to field trips for the regular ECS class. In-program transportation costs must be specified. In-program transportation includes transportation of the child from one program to another program or agency as part of the child's IPP.

Reporting of Actual Costs

At the end of the school year, ECS operators shall report total actual Program Unit Funding expenditures for all program units in the following manner.

- Private ECS operators shall report on Schedule 3 of the Audited Financial Statements by November 30.
- School jurisdictions shall report on the ECS Program Unit Funding Summary of Actual Expenditures form provided in the *Funding Manual for School Authorities for the 2002/2003 School Year* by September 22.

Other ECS Funding

Basic Instruction Funding

Basic Instruction funding is paid on behalf of all eligible ECS children in approved ECS programs to support day-to-day operating costs that include the provision of a qualified teacher, an approved facility, appropriate equipment and materials, and an administrative support structure. For 2002/2003, funding is provided at $2,184 for each child. For additional information, refer to the *Funding Manual for School Authorities for the 2002/2003 School Year*, Section 2.1.

Funding for Children with Mild/Moderate Disabilities

Funding for children with mild/moderate disabilities is provided in addition to the Basic Instruction funding for identified children who must be at least 3 years 6 months of age on September 1 and less than 6 years of age on September 1 to meet the education requirements of children with special needs. To receive this funding a child must be properly identified to Learning Information Exchange Services as having a mild/moderate disability (exceptional code 30). Supporting documentation and an IPP are required for each child. For 2002/2003, funding of $2,070 is provided for each eligible child. Please refer to the *Funding Manual for School Authorities for the 2002/2003 School Year* for additional information on funding for children with mild or moderate disabilities.

Program Enhancement Projects (PEP)

Funding is provided to ECS operators for special programs and services to meet the learning requirements of children who are economically or socially disadvantaged.

For additional information, refer to the *Funding Manual for School Authorities for the 2002/2003 School Year*, Section 2.4.

Checklist for Development of Local Special Needs Policies

ECS operators are expected to develop local special needs policies consistent with those outlined in Early Childhood Services Policy 1.1.3 (April 29, 2002). The following checklist may be used to determine the strength of these local policies.

- ❑ We inform the community that ECS has a high priority for serving children with disabilities.
- ❑ We demonstrate our commitment to this priority by reserving space for children with special needs in our class enrolment.
- ❑ We have procedures identified to screen/assess children with mild or moderate disabilities.
- ❑ We have procedures identified to refer children with severe disabilities for professional assessment/diagnosis.
- ❑ We have developed a timeline for tasks related to our special education policies and procedures.
- ❑ We have policies and procedures to reflect mandatory and discretionary criteria related to accessing Program Unit Funding; e.g., Individualized Program Plans.
- ❑ We have policies and procedures to determine the responsibilities for decision-making related to our special needs component; e.g., hiring of a teacher assistant, transportation, professional development for parents/teachers/teacher assistants.
- ❑ We have policies and procedures for providing the following supports and services for children with special needs:
  - confidentiality
  - storage of records
  - informed consent for specialized assessments
  - transference of records
  - financial record-keeping
  - purchasing equipment for children with special needs
  - hiring assistants for children with special needs
  - arranging transportation for children with special needs
  - handling medication
  - providing parent support; e.g., fees, workshop subsidies, parent advocacy groups
  - consideration of program planning for children with special needs
  - other: _____.
- ❑ We have policies and procedures establishing roles and responsibilities of staff providing special education services.
- ❑ We have written procedures for dispute resolution.

Special Needs Profile: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for Program Unit Funding and may be used as a preliminary step to completing a Program Unit Funding application.

Child's name: _____	Parent(s) name(s): _____
Child's date of birth (year/month/day): _____	Describe the nature of the disability: _____
Is this a first-time or renewal application?	❑ First-time ❑ Renewal
Are special therapies involved?	Speech ❑ OT ❑ PT ❑ Other
Has the child received an assessment?	❑ Yes ❑ No By Whom? _____ Date: _____
Are assessment documents on file?	❑ On file ❑ Pending ❑ Update Needed
Do you have parental permission to access documents?	❑ Yes ❑ No
What is the proposed placement?	❑ Home ❑ ECS Centre ❑ Other _____ ❑ Contract necessary?
Who recommended the placement?	_____
Was the placement recommendation the result of a case conference or the result of ongoing program planning?	❑ Case Conference Date: _____ ❑ Ongoing Plans With: _____
Are parents in full agreement with proposed placement?	❑ Yes ❑ Need to be convinced ❑ Not yet informed
Is a current Individualized Program Plan (IPP) available?	❑ Yes Program provided by? _____ ❑ No
Special Considerations	Teacher Assistant ❑ Yes ❑ No Training Needs: ❑ Yes ❑ No Equipment/Materials ❑ Yes ❑ No
Who has been appointed as this child's Case Coordinator?	❑ Name: _____ ❑ Phone #: _____ ❑ ECS Operator: _____

Name of School Jurisdiction/ECS Operator

Code	Name of child	DOB yr/mo/day	Description of functioning and I.Q. or Adaptive Behaviour	Date of assessment and profile	Level of support involved	Status
41						❑ Renewed ❑ New ❑ Pre-approval
41						❑ Renewed ❑ New ❑ Pre-approval
41						❑ Renewed ❑ New ❑ Pre-approval
41						❑ Renewed ❑ New ❑ Pre-approval
41						❑ Renewed ❑ New ❑ Pre-approval
41						❑ Renewed ❑ New ❑ Pre-approval

20

Name of School Jurisdiction/ECS Operator

Code	Name of child	DOB yr/mo/day	Diagnosis and/or description of behaviour (types of behaviour & severity)	Date of assessment and profile	Description of needs in school setting/level of support	Status
42						❑ Renewed ❑ New ❑ Pre-approval
42						❑ Renewed ❑ New ❑ Pre-approval
42						❑ Renewed ❑ New ❑ Pre-approval
42						❑ Renewed ❑ New ❑ Pre-approval
42						❑ Renewed ❑ New ❑ Pre-approval
42						❑ Renewed ❑ New ❑ Pre-approval

21

Name of School Jurisdiction/ECS Operator

Code	Name of child	DOB yr/mo/day	State combination of 2 or more non-associated (indicate syndrome if applicable e.g., Down Syndrome, Cerebral Palsy)	Date of assessments and names of tests	Indicate recent scores; indicate which areas of disability are involved in the multiple disability (i.e., vision, hearing, cognitive)	If code 43 is based on Language OT/PT	Status
43						Exp _____% Rec _____% Total _____% Phon _____% Fine Motor _____% Gross motor _____%	❑ Renewed ❑ New ❑ Pre-approval
43						Exp _____% Rec _____% Total _____% Phon _____% Fine Motor _____% Gross motor _____%	❑ Renewed ❑ New ❑ Pre-approval
43						Exp _____% Rec _____% Total _____% Phon _____% Fine Motor _____% Gross motor _____%	❑ Renewed ❑ New ❑ Pre-approval
43						Exp _____% Rec _____% Total _____% Phon _____% Fine Motor _____% Gross motor _____%	❑ Renewed ❑ New ❑ Pre-approval

22

Name of School Jurisdiction/ECS Operator

Code	Name of child	DOB yr/mo/day	Diagnosis and/or description of behaviour (types of behaviour & severity)	Date and name of professional	Description and level of dependence		Status
					Autism (functional needs: communication self help, socialization)	Physical/medical/neuro (describe need for assistance, support services and/or environmental modification)	
44							❑ Renewed ❑ New ❑ Pre-approval
44							❑ Renewed ❑ New ❑ Pre-approval
44							❑ Renewed ❑ New ❑ Pre-approval
44							❑ Renewed ❑ New ❑ Pre-approval

Name of School Jurisdiction/ECS Operator

Code	Name of child	DOB yr/mo/day	Audiogram results	Date of assessment and profile	Level of support required	Status
45						❑ Renewed ❑ New ❑ Pre-approval
45						❑ Renewed ❑ New ❑ Pre-approval
45						❑ Renewed ❑ New ❑ Pre-approval
45						❑ Renewed ❑ New ❑ Pre-approval
45						❑ Renewed ❑ New ❑ Pre-approval

Name of School Jurisdiction/ECS Operator

Code	Name of child	DOB yr/mo/day	Diagnosis	Date of assessment	Accommodation	Status
46						❑ Renewed ❑ New ❑ Pre-approval
46						❑ Renewed ❑ New ❑ Pre-approval
46						❑ Renewed ❑ New ❑ Pre-approval
46						❑ Renewed ❑ New ❑ Pre-approval
46						❑ Renewed ❑ New ❑ Pre-approval
46						❑ Renewed ❑ New ❑ Pre-approval

25

Name of School Jurisdiction/ECS Operator

Code	Name of child	DOB yr/mo/day	Name of test	Date of test	Results	Status
47					Exp. _____% Rec. _____% Total _____% Phonological ____%Sev./Profound Level Intel. _____%	❑ Renewed ❑ New ❑ Pre-approval
47					Exp. _____% Rec. _____% Total _____% Phonological ____%Sev./Profound Level Intel. _____%	❑ Renewed ❑ New ❑ Pre-approval
47					Exp. _____% Rec. _____% Total _____% Phonological ____%Sev./Profound Level Intel. _____%	❑ Renewed ❑ New ❑ Pre-approval
47					Exp. _____% Rec. _____% Total _____% Phonological ____%Sev./Profound Level Intel. _____%	❑ Renewed ❑ New ❑ Pre-approval
47					Exp. _____% Rec. _____% Total _____% Phonological ____%Sev./Profound Level Intel. _____%	❑ Renewed ❑ New ❑ Pre-approval
47					Exp. _____% Rec. _____% Total _____% Phonological ____%Sev./Profound Level Intel. _____%	❑ Renewed ❑ New ❑ Pre-approval

References

Alberta Learning. ***Funding Manual for School Authorities for the 2002/2003 School Year.*** **Edmonton, AB: Alberta Learning.**

- Download from http://www.learning.gov.ab.ca/funding
- Purchase from the Learning Resources Centre http://www.lrc.learning.gov.ab.ca
  Telephone: (780) 427–5775 in Edmonton (toll-free in Alberta by dialing 310–0000)
  Fax: (780) 422–9750.

Alberta Learning (2000). ***Kindergarten Guide to Implementation: Sharing Visions, Sharing Voices.*** Edmonton, AB: Learning and Teaching Resources Branch.

- Purchase from the Learning Resources Centre (item #443440)
  http://www.lrc.learning.gov.ab.ca
  Telephone: (780) 427–5775 in Edmonton (toll-free in Alberta by dialing 310–0000)
  Fax: (780) 422–9750.

Alberta Learning (Revised September 2000). ***Kindergarten Program Statement.*** **Edmonton, AB: Alberta Learning.**

- Download from http://www.learning.gov.ab.ca/k_12/curriculum/bysubject
- Also available from the Alberta Learning Curriculum Standards Branch.
  Telephone: (780) 422–0628 in Edmonton (toll-free in Alberta by dialing 310–0000)
  Fax: (780) 422–3745.

Alberta Learning. ***Policy, Regulations and Forms Manual.*** **Edmonton, AB: Alberta Learning.**

- Download from http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/toc.asp

Province of Alberta School Act **(Revised Statutes of Alberta 2000, Chapter S-3 with amendments in force as of January 1, 2002. Edmonton, AB: Queen's Printer.**

- Download from http://www.gov.ab.ca/qp
- Purchase from the Queen's Printer Bookstore
  Edmonton: Telephone: (780) 427–4952; Fax: (780) 452–0668
  Calgary: Telephone: (403) 297–6251; Fax: (403) 297–8450
  (toll-free in Alberta by dialing 310–0000).

Funding Manual Sections

PURPOSE

This funding provides for individual programs for **children with severe disabilities** to meet their educational needs.

CONDITIONS

1. Program Unit Funding (PUF) may be paid to an **ECS operator** for each eligible **child with a severe disability** for a maximum of three years.

2. The funding amount paid will be the lesser of the program unit ceiling, the approved budget total, or the actual cost.

Revised

3. To be eligible for funding, **children** must be at least 2 years 6 months of age and less than 6 years of age on September 1. **ECS operators** should plan the **child's** program so that the last year of PUF is the year prior to the **child's** entry into grade 1.

4. A **child** receiving program unit funding is not eligible for ECS mild/moderate funding.

5. An eligible **child** can be claimed by one **ECS operator** only. The **ECS operator** claiming the **child** is responsible for ensuring the **child** is not claimed by another **ECS operator**.

6. Eligibility for PUF will be based on all of the following:

   a) a diagnosis of a disability/condition at the severe/profound level by qualified personnel (note: a diagnosis alone is not necessarily sufficient to qualify for funding);
   b) documentation/assessments of the **child's** current level of functioning in the learning environment;
   c) a current **Individualized Program Plan (IPP)** which addresses the **child's** diagnosed needs; and
   d) the levels of support and services being provided to the **child**.

   To expedite the approval process, assessment information to support the eligibility of the **children** should be submitted with the PUF application. This information should include actual reports, summary information, or a format agreed upon with Alberta Learning. When an **ECS operator** is uncertain of a **child's** eligibility, the operator is encouraged to discuss the issues of the **child's** eligibility with Alberta Learning prior to making an application.

7. Eligibility Categories and Criteria

ECS operators will use the following categories/codes and related definitions/criteria to determine how best to classify a **child's** disabling condition for PUF eligibility purposes:

➨ SEVERE COGNITIVE DISABILITY (Code 41)

Revised

A **child** with a severe cognitive disability is one who:

a) has severe delays in all or most areas of development;
b) frequently has other disabilities including physical, sensory, medical and/or behavioural;
c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology;
d) should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and
e) has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., AAMR Adaptive Behavior Scales – School: Second Edition (ABS–S:2) Vineland Adaptive Behaviour Scales, Scales of Independent Behavior - Revised).

➨ SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY (Code 42)

Revised

A **child** with a severe emotional/behavioural disorder is one who:

a) displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the **child** and other **children**; and/or

b) is dangerously aggressive, destructive, and has violent behaviours toward self and/or others, and/or demonstrates extremely compulsive behaviours.

A clinical diagnosis within the last 2 years of a severe emotional/behavioural disorder by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder. The effects of the disability on the **child's** functioning in an education setting should be described. An ongoing treatment plan/behavioural plan should be available and efforts should be made to ensure the **child** has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a severe emotional/behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavioural components that are not sufficient to qualify are: Attention-Deficit/Hyperactivity disorder (AD/HD), and Attention Deficit Disorder (ADD).

➨ SEVERE MULTIPLE DISABILITY (Code 43)

Revised

A **child** with multiple disabilities is one who:

a) has two or more non-associated moderate to severe cognitive and/or physical disabilities which, in combination, result in the **child** functioning at a severe to profound level; and
b) requires significant special programs, resources and/or therapeutic services.

Children with a severe disability and another associated disability should be identified under the category of the primary severe disability. For example,

- A **child** with a severe cognitive disability and another associated disability is not designated under this category, but is designated under severe cognitive disability.
- A **child** with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Emotional Behavioural disability

NOTE: ECS **children** diagnosed with Down syndrome in the most severe cases, should be reported under Severe Multiple Disability (Code 43).

➨ SEVERE PHYSICAL OR MEDICAL DISABILITY - including Autism (Code 44)

Revised

A **child** with a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, a specific neurological disorder or a medical condition which creates a significant impact on the **child's** ability to function in the **school** environment (note: some physical or medical disabilities have little or no impact upon the **child's** ability to function in the **school** environment); or
b) requires extensive adult assistance and modifications to the learning environment in order to benefit from schooling.

A **child** with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the **child** with autism.

In order for a diagnosis of autism to be made, the **child** needs to demonstrate difficulties in three broad areas:

a) social interaction,
b) communication, and
c) stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

Revised

A **child** diagnosed with severe Fetal Alcohol Spectrum Disorder (FASD) may have Fetal Alcohol Syndrome (FAS) or Alcohol-Related Neurodevelopmental Disorder (ARND) and is included in this category (Code 44 – Severe Physical or Medical Disability – Including Autism). A clinical diagnosis by a psychiatrist, chartered psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FASD is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the **child** with FASD. **Children** with severe FASD who exhibit significant impairment in the areas of social functioning, life skills, behaviour, learning, attention and concentration, will need extensive intervention and support.

➡ **DEAFNESS (Code 45)**

Revised

A **child** with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication, or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and

b) requires extensive modifications and specialized educational supports; and

c) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a **child** has a severe to profound sensori-neural hearing loss that has not changed significantly, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

➡ **BLINDNESS (Code 46)**

A **child** with severe visual impairment is one who:

a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

If a **child** has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those **children** who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

➡ **SEVERE COMMUNICATION DISORDER (Code 47)** - For ECS **children** only.

Revised

A **child** with a severe communication disorder has severe difficulty in communicating with peers and/or adults because of a severe disorder in expressive and/or receptive language and/or total language. This typically includes little, if any, expressive or receptive communication skills.

Children who experience a severe communication disorder, as defined here, and have sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive and/or receptive language and/or total language. Results that are at or below the first percentile, on individual components of language (i.e. sentence structure, word structure, sentence recall, etc.) do not meet Alberta Learning criteria for a severe communication disorder.

Children whose primary language disorder is in the area of phonology are considered to meet criteria for Severe Communication disorder under the following conditions:

- A current speech/language assessment identifies the severity of the **child's** phonological delay as falling in the severe to profound range.
- The phonological delay is accompanied by delays in the **child's** receptive and/or expressive language.
- The phonological delay significantly impacts the **child's** intelligibility.
- The impact of the **child's** total language difficulties is such that extensive supports and services are required in order for the **child** to function within an ECS setting.

A speech-language assessment report completed within six months prior to the day the **child** begins his/her program must be submitted with the PUF application.

To facilitate communication skills, these **children** may benefit from small group work or clustering with peers of the same age, and a 475 hour program may be sufficient.

If a **child** has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disorder), then the **child** would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS **children** and does not apply for students in grades 1 to 12.

REQUIREMENTS

1. Payment of program unit funding is based on the approval of a Program Unit Application form (Form 01AL2.5a). A separate PUF application should be completed for each **school** that has **children** eligible for PUF. As part of the application, an individual budget must be submitted for each program unit listed on the application. The ECS operator should provide current assessment information to support the PUF application. The completed application, with original signatures, must be submitted to School Finance. The assessment information should be sent to the Special Programs Branch.

2. The following information pertaining to **children** receiving PUF must be kept on file by **ECS operators** and made available to the Special Programs Branch on request:

   a) an **Individualized Program Plan (IPP)** for each **child**;
   b) formal assessment documentation to support the severity of each **child's** special need (a current assessment report must be included with the PUF Application);
   c) informal assessment documentation reflecting current performance levels; and
   d) summaries of home visits representative of the program over the year; and
   e) current budget information.

3. The deadline for applications is January 1. **ECS operators** should plan and budget carefully for the school year as revisions will no longer be accepted. However, extenuating circumstances to this rule may be discussed with Alberta Learning personnel. Applications for **children** who are diagnosed or registered after January 1 will be accepted until May 1.

4. When a **child** leaves a program before the end date specified, a letter of notification must be submitted to the School Finance Branch outlining the following information: Revised
   a) the **child's** program start date and end date; and
   b) an estimated cost of the **child's** program up to the time of departure. If no cost estimate is provided, the approved budget will be pro-rated based on the months the **child** was in attendance at the program.

   The original approved budget total and ceiling will then be reduced.

5. When a **child** with a severe disability moves from one **ECS operator** to another, a new PUF application based on the **IPP** must be submitted by the second operator prior to May 1 of the program year.

6. At the end of the school year, each **ECS operator** shall report actual expenditures applicable for all program unit children with the **ECS operator**. The expenditures for all program unit children should be reported on one statement, except program unit children in **Designated Special Education ECS programs** which should be reported separately.

   - All **private ECS operators** must report actual expenditures in the schedule pertaining to **Early Childhood Services** Program Unit Expenditures in the Audited Financial Statements which are due November 30. Operators of **designated special education ECS programs** that provide a program, which serves primarily **children** with severe disabilities, must also complete this schedule.

   - **School jurisdictions** must report actual expenditures on Form 01AL2.5b, "ECS Summary of Actual Expenditures". A separate ECS Summary of Actual Expenditures must be completed for each approved **Designated Special Education ECS program**. The completed form must be returned to School Finance by September 22.

7. If a **child** has a medical condition/disability which has not changed significantly since the initial diagnosis and was previously approved by Alberta Learning, current documentation outlining assessments, treatment and current level of functioning may be sufficient to ensure continuation of PUF. This information should be kept on file and available for review by Alberta Learning.

   ECS operators must provide documentation to support continued PUF for previously eligible **children** with a severe communication disorder, a severe multiple disability (primarily involving language), or any other condition likely to change significantly as a result of intervention, maturation or changes within the **child's** environment. Documentation must include the following:

   - a statement from the appropriate professional that the **child** continues to demonstrate a severe disability;
   - description of the necessary supports and services the **child** requires as a result of the disability;
   - description of the impact of the disability on the **child's** ability to function within the ECS environment.

Revised

It is the responsibility of the **ECS operator** to ensure that all **children** claimed under PUF meet the eligibility criteria outlined. **ECS operators** who are uncertain about the eligibility of a **child** are encouraged to contact the Special Programs Branch. Special Programs Branch staff will provide confirmation of eligibility.

8. A **child's** program hours and/or home visits must be sufficient to meet the **child's** needs. If a combined program of **school** hours and home visits is provided, the **in-home program** must include a minimum of four in-home visits in order to be included in the ceiling calculation (see example of ceiling calculation). See definition of **In-Home Program** in Glossary.

9. For funding purposes, a full-time program must provide either 800 hours of instructional programming for a **child** in a program unit or a minimum of 36 in-home visits to each **child** in an **in-home program** during the school year, or the equivalent combination of hours and visits.

10. 800 hours is the maximum number of hours that will be funded for ECS **children** receiving PUF. Summer programs are not eligible for PUF and should not be included as part of the 800 hour maximum.

Revised

In some exceptional circumstances, for a **child's** last year of PUF, additional program hours beyond 800 hours may be approved, based on an individual **child's** needs. A written request explaining the reason for the additional program hours must be submitted with the PUF application for approval by the Special Programs Branch. This exception will be subject to the ceiling maximum.

11. PUF is supplemental to the Basic Instruction funding. It is intended to cover the additional educational program costs required to meet the **child's** severe special needs.

When completing the budget for program unit costs, budget amounts should approximate anticipated costs. The following specifies the costs which may be included for PUF:

a) Instruction

(i) Salaries, wages and employer's portion of benefits and expenditures applicable to teacher assistants directly involved in planning, implementing and evaluating the program for the **child(ren)** in the unit. The number of hours claimed here may exceed the **child's** program hours by up to 10 percent. Clustering and small group program delivery should be considered as alternatives to full-time direct one-to-one assistance.

(ii) Services Purchased – includes services of qualified personnel in the areas of speech therapy, occupational therapy, physiotherapy, mobility training, special education consultation, psychological and other services, and assessment costs for part or all of the program which are not provided free by public service agencies. Costs should be reasonable. Operators must keep records of all services purchased under PUF. All options regarding service delivery should be considered.

Revised

On-site Special Education consultation costs that are additional costs to the **ECS operator** and provide direct programming support, will be subject to a maximum of $1,500 per **child** based on a full-time program. For programs less than 800 hours, the $1,500 maximum will be pro-rated based on the program hours and/or number of eligible home visits. For example, special education consultation costs for 475 hours and 6 home visits would be calculated as: $1,500 x $(\frac{475}{800} + \frac{6}{36}) = \$1,141$.

Costs for special education administration may not be claimed in this category. These costs are more appropriately covered by the administration category or by basic instruction funding.

(iii) Supplies and materials - instructional supplies and materials which are particular to the **child's** program, and are in addition to supplies purchased with basic instruction funding. Costs in this area are usually in the $200 - $500 range per **child**. For costs over this range, please attach a list of supplies to the application. **ECS operators** are encouraged to maintain a resource inventory and an equipment loan pool.

b) **Parent** In-service - costs for **parents** who attend in-province workshops, seminars, in-service and specialized training sessions specifically related to the **child's** program and designed to enhance the ability of **parent(s)**/guardian(s) to assist in the **child's** development. Costs in this category are usually in the $100 - $400 range per **child**.

c) Staff In-service - costs for teachers and teacher assistants who attend workshops, in-service, special courses and seminars related to staff responsibilities in the **child's** program and in parental assistance. Costs in this category are usually in the $200 - $500 range per **child**. Personnel included in Services Purchased are not eligible for Staff In-Service.

d) Transportation

Revised

Funding for transportation of ECS **children** is available by separate application (using form 02AL2.6) through ECS Special Needs Transportation Funding (Section 2.6) and through ECS Regular Transportation Funding (Section 2.7). PUF will pay for any transportation costs not covered by these Transportation grants. In order to determine which transportation costs are covered by PUF, all transportation costs must be listed on the PUF budget, then all transportation revenues (from the above transportation grants) must be deducted from the transportation costs. The following descriptions indicate the types of transportation costs which can be claimed and which transportation grants are available. Note: transportation claims must be submitted to School Finance by November 30 and only **children** who were enrolled by September 30 are eligible.

i) Transportation to and from **school**: Transportation funding for these costs may be claimed under section 2.6 for a **child** who requires special transportation; e.g. handi-bus, when, because of the severity of his or her disability or because of the **child's** age, the **child** cannot ride regular, rural or urban transportation or under section 2.7 for a **child** who is transported by a regular bus. Transportation costs in excess of the funding paid under section 2.6 or 2.7 may be claimed as transportation costs under program unit funding;

ii) **In-Home Programs**: Transportation funding for these costs may be claimed under section 2.6 for each scheduled visit made by a teacher, a **child** development specialist or a teacher assistant to the home of a **child** enrolled in an ECS **in-home program**. Transportation costs in excess of the funding paid under section 2.6 may be claimed as transportation costs under program unit funding;

iii) Other - Field Trips: Transportation costs for this area may be claimed as transportation costs under program unit funding. Field trips claimed must be those provided in addition to field trips for the regular ECS class or for a **child** who, because of his/her disability, requires special transportation on a regularly scheduled field trip; and

iv) In-Program: Transportation costs for this area may be claimed as transportation costs under program unit funding. In-program transportation costs must be specified and must be for transportation of the **child** from one program to another program or agency as part of the **child's Individualized Program Plan (IPP)**.

e) Operation and Maintenance

Funding for this area is now provided under Section 2.10 – Plant Operations and Maintenance funding. Costs for this category may not be claimed on the PUF budget.

f) Administration

Funding for this area is now provided under Section 2.9 – System Administration funding. Costs for this category may not be claimed on the PUF budget.

g) Contribution to Capital Fund - expenditures for specialized furniture and equipment required to meet the special needs of the **child**, which are not available free or subsidized by another source.

i) For any major purchase, such as computer hardware, FM systems, etc., a written recommendation from an appropriate specialist is required indicating the necessity for the equipment. This letter should be attached to the PUF application.

ii) Approval by the Special Programs Branch is required for all capital expenditures.

iii) Expenditures should not exceed 15 percent of the budget total.

iv) A specialized piece of furniture or equipment no longer used by the **child** remains the property of the **ECS operator**, not of the **child** or **parents** of the **child**. If a **child** changes **schools** in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **child**.

v) Renovations to a building to be used for the benefit of all **children** in the instructional area are not eligible for support under this section. **School jurisdictions** receive funding for renovations through the Building Quality Restoration Program (BQRP).

vi) Administrative capital purchases cannot be claimed under this category.

Revised

12. **Designated Special Education ECS programs**.

These are ECS programs where at least 70% of ECS children enrolled have a severe disability. The following requirements apply for these programs:

a) Prior approval is required to qualify for this status;

b) Operators who qualify for this status may claim all education program costs except capital building costs;

c) A budget based on the total education program costs must be submitted on the program unit funding application budget page for **Designated Special Education ECS programs**;

d) Operation & Maintenance costs: This would include costs associated with the operation and maintenance of the **school facility** and would also include rent costs;

e) Administration: Reasonable costs for administration of the **ECS** program may be claimed here. Costs in this area are typically in the 6% to 12% range;

f) Capital costs must meet the specific needs of a **child** or a group of **children** to be eligible. An itemized list of capital must be included with the application if costs are claimed in this category;

g) Alberta Learning will apply all applicable revenues to the total program costs (such as basic instruction funding, mild/moderate funding, Program Enhancement Project (PEP) funding, ECS transportation funding and other applicable revenues) to determine a net program cost total to which the program unit funding will apply;

New

h) **Designated Special Education ECS programs** must comply with all Conditions, Requirements and Considerations outlined in Section 2.5, Program Unit Funding, of the Funding Manual. These programs must also comply with the expectations outlined in the *Guide to Education for Students with Special Needs* and the principles contained in Alberta Learning's *Kindergarten Statement (2000);*

New

i) Applications for new programs must be submitted as a proposal to the Director of the Special Programs Branch by June 1 for approval. To be considered for this designated status, the program must have operated for at least one year. Newly designated programs will be subject to program review within the first year. The proposal should contain the following information:

- a rational for applying for status as a **Designated Special Education ECS program** including the potential benefits to children with severe special needs and their families. The rationale should also explain why the program could not operate as a regular ECS program and should highlight how receiving the designated status will resolve those issues.
- an overview of the proposed program including population served, program format, service delivery model, support services provided, and a brief summary of the role descriptions of program staff.
- a proposed budget completed using form 02AL2.5a. This budget should outline all estimated expenditures and projected revenues; and

New

j) The status of approved **Designated Special Education ECS programs** may be reviewed and withdrawn at any time by Alberta Learning.

CONSIDERATIONS

1. A **child with a severe disability** who:

a) is at least 5 years 6 months but less than 6 years of age on September 1 of the school year in which s/he is counted; and
b) is eligible to enter grade 1 under the school entrance age policy of a **school jurisdiction**; and
c) has not spent 3 years in an **Early Childhood Services Program**,

may be eligible for PUF if, in the opinion of the **school jurisdiction, parent** and **ECS operator,** the **ECS Program** is appropriate for the **child**.

2. The calculation of the ceiling amount for a single program unit using examples of a centre-based program, an **in-home program** and a program based on a combination of centre hours and in-home visits is determined as follows:

Calculation of the ceiling for a centre-based program of 500 hours	Calculation of the ceiling for an in-home based program of 10 in-home visits	Calculation of the ceiling for a combined program based on 500 centre hours and 10 in-home visits
500 hrs x $20,864 800 hrs = $13,040	10 visits x $20,864 36 visits = $5,796	500 + 10 X $20,864 800 36 = $18,836

3. The maximum program unit rates should be viewed as ceilings only. Provincial averages indicate the cost of most programs to be less than $14,000 per **child.** Careful stewardship of funds by **ECS operators** is integral to the PUF program.

4. The decision to cluster or group **children** into a program unit for programming purposes should be based on the educational needs of the **children** involved. However, it is expected that operators will cluster **children** with similar needs who receive services in the same setting and at the same time whenever possible.

5. For a program unit with more than one **child**, the ceiling is calculated as follows:
   - Choose the **child** with the highest combination of hours and/or home visits. Calculate the ceiling for this **child** as follows:

$$\left[\frac{\text{\# hours}}{800} + \frac{\text{\# visits}}{36} \times \$20{,}864 \right]$$

   - To this amount, add, for each additional **child** in the program unit as follows:

$$\left[\frac{\text{\# hours}}{800} + \frac{\text{\# visits}}{36} \times \$5{,}175 \right]$$

Example

For a program unit (cluster) of three **children**, where:

- **child** #1 has 500 hours and 10 home visits
- **child** #2 has 400 hours, no home visits
- **child** #3 has 600 hours and 4 home visits

The ceiling is then calculated as follows:

$$\left[\frac{500}{800} + \frac{10}{36}\right] \times \$\,20{,}864 = \$18{,}836$$

$$+\left[\frac{400}{800}\right] \times \$5{,}175 = \$2{,}588$$

$$+\left[\frac{600}{800} + \frac{4}{36}\right] \times \$\,5{,}175 = \$4{,}456$$

$$= \text{Total ceiling for the unit} \quad \$25{,}880$$

6. Funding ceilings will be adjusted when a **child** starts a program after December 31 or when a **child** leaves the program earlier than planned. In these situations, the ceiling will be the lesser of:
   a. a pro-rated ceiling amount of $2,086 per month for the number of months the program runs; or
   b. the ceiling amount based on the program hours and/or the # of home visits.

   For example, the ceiling amount for a **child** in a four month program with 300 hours and 4 home visits would be calculated as follows:

Ceiling calculation for a 4 month program in a 10 month program year
Lesser of: a) $20,864 X 4/10 = $8,346 or b) $20,864 X (300/800 + 4/36) = $10,142 Ceiling amount is $8,346

7. For **ECS operators** who are providing a program for a **child** with a severe disability in the regular ECS classroom:

   The Basic Instruction funding, Part 2, Section 1, is paid on behalf of all **children** in an **ECS Program**. Basic Instruction funding is available for **children** with a severe disability who are as young as 2 years 6 months on September 1. This funding supports the day-to-day operating costs of the program, such as teacher salaries, rent, utilities, and supplies. Since these costs would be incurred whether or not a **child** with a severe disability was in the program, they should not be included in the program unit expenditures. Ordinarily, teachers' salaries should not be included as program unit costs because the basic instruction funding supports these costs.

8. For **ECS operators** contracting placement in a Day Care and for Day Cares with approved ECS status the following apply:
   a) In circumstances where a **child** is placed in a day care program because the location is the best place to implement the **IPP** for the **child**, the fees only for the education component portion of the day may be claimed from PUF. The education component should reflect a typical education schedule

   b) Costs for **child** care are not eligible to be claimed under PUF.

9. **ECS operators** may appeal program unit funding decisions by contacting the Director of the Special Programs Branch.

REFERENCES

ECS Program Unit Funding: A Handbook for ECS Operators

PURPOSE

Revised

This funding is provided to **ECS operators** for the transportation of **children** with special needs to and from an **ECS program** who can not be accommodated by regular transportation. This funding also provides for the transportation of a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

CONDITIONS

1. Special Transportation

   a) For the purpose of this section, special transportation means transportation established or provided for a **child** with special needs (**mild, moderate** or **severe disability**) when because of his/her disability or because of the **child's** young age (2 1/2 to 4 1/2 years old), the **child** is not able to ride regular, rural or urban transportation, and, therefore, special transportation such as a handi-bus is required. Program or **school** location shall not be considered when determining eligibility for this funding.

   b) A **funded student with a disability** who is eligible to enter grade 1 and is at least 5 years 6 months on September 1 cannot be counted for ECS transportation. These **funded students** are to be counted and claimed for transportation by the **school jurisdiction** under the rural or urban transportation funding in Part 1.

2. In-home Program Transportation

   a) For the purpose of this section, in-home transportation means transportation for each scheduled visit made by a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

   b) In-home transportation funding will not be paid for more than the following number of visits to any one home during a program period:

      i) 36 visits in the case of a program unit **child**, or
      ii) 22 visits in the case of any other **ECS** program.

3. Transportation costs incurred for field trips or in-program activities cannot be claimed under this funding. These costs may be claimed for **children with severe disabilities** under PUF.

REQUIREMENTS

1. An **ECS operator** that claims ECS special needs transportation funding must transport, or make arrangements for the transportation of children with special needs attending the ECS program.

2. If the transportation of children with special needs is not done by the **ECS operator**, then a contract or signed agreement must be in place with the company or person(s) transporting the children.

Revised

3. **Private ECS operators** must submit to School Finance, by November 30, Form 02AL2.6, the Early Childhood Services Transportation application form. **School Jurisdictions** should claim Special Needs Transportation funding for ECS children according to Requirement #1, in Section 1.20 (Special Transportation Funding).

   The special transportation funding provided for ECS **children** is calculated by multiplying the number of **children** who require special transportation because of their disability by the number of program operation days. The total transportation days are multiplied by the special needs transportation rate. **ECS operators** must return the completed form to School Finance.

   Funding for in-home visits made by a teacher or other professional is calculated by multiplying the number of scheduled in-home visits by the special needs transportation rate.

4. **ECS operators** are to maintain records of:

   - names of **children** transported;
   - number of days each individual **child** is transported;
   - number of in-home visits;
   - actual costs of transportation; and
   - special transportation provided.

For **ECS programs** beginning in September:

5. The **count date** for transportation funding is September 30. The completed form 02AL2.6 must be submitted to School Finance by November 30.

For **ECS programs** beginning after September 30:

6. The **count date** for transportation will be the last operating day in the month in which the program begins. Form 02AL2.6 must be submitted to School Finance within three weeks of that **count date**.

7. **ECS children** registered after the **count date** are not eligible for special needs transportation funding. Transportation costs for ECS children with severe disabilities eligible to receive PUF may be claimed as a Program Unit expense.

CONSIDERATIONS

1. A school board, **private school**, or **private ECS operator** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The amount of the fee shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

PURPOSE

This funding enables **ECS operators** to provide transportation for ECS **children** to and from their **ECS** program.

CONDITIONS

1. **Children** who reside at least 2.4 kilometres from the **ECS program** in which they are enrolled will be eligible for transportation funding.

2. Revised — A child with special needs (mild, moderate or severe) who requires transportation to and from school (Condition #1 does not apply for these children) is eligible for this funding if they are able to ride regular transportation. If a claim is made under this section, no other transportation funding to and from the **ECS program** may be claimed.

3. Transportation costs incurred for field trips or other activities cannot be claimed under this funding. (However, for **children** with severe disabilities, these costs can be claimed under the Program Unit Funding (PUF).)

4. A **child,** older than 5 years and 6 months of age on September 1, is eligible under this section only when that **child** has been assessed as **developmentally immature** and is not claimed under Section 1.1, Basic Instruction.

REQUIREMENTS

1. An **ECS operator** that claims ECS regular transportation funding must transport, or make arrangements for the transportation of, **children** attending **ECS programs**.

2. If the transportation of children is not done by the **ECS operator**, then a contract or signed agreement must be in place with the company or person(s) transporting the children.

3. Revised — To apply for regular ECS transportation funding, **ECS operators** are required to submit to School Finance by November 30, Form 02AL2.6, Early Childhood Services Transportation application. **School jurisdictions** that provide transportation for an ECS **child** will claim the **child** as either an **eligible passenger** under rural transportation, urban transportation or metro urban transportation block. For further details please refer to Section 1.19, Rural Transportation; Section 1.21, Urban Transportation; and Section 1.22, Metro Urban Transportation Block.

4. For **ECS programs** beginning in September, the **count date** for transportation funding is September 30.

5. For ECS programs beginning after September 30, the **count date** for transportation will be the last operating day of the month in which the program begins. Form 02AL2.6 must be submitted to School Finance within three weeks of that date.

6. **ECS children** registered after the **count date** are not eligible for regular transportation funding.

CONSIDERATIONS

1 A **private ECS operator** may receive transportation funding for each ECS **child** eligible for transportation and transported by:

i) a **school bus**;
ii) a public transit system; or
iii) a **parent** where the **private ECS operator** does not provide bus services.

2 **Private ECS operators** may enter into agreements with **school jurisdictions** for the transportation of **children** enrolled in their programs. Funding for these **children** will be claimed by the **school jurisdictions** providing the transportation service.

3 A school board, **private school**, or **private ECS operator** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The amount of the fee shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

4 **Private ECS operators** who do not have a contract with a **school jurisdiction** and make their own transportation arrangements will be funded at the urban rate for each **eligible transported ECS child**.

Forms

Alberta
LEARNING

2002- 2003 PROGRAM UNIT FUNDING APPLICATION
EARLY CHILDHOOD SERVICES

Refer to Part 2, Section 2.5 of the Funding Manual For School Authorities for information on the completion of this application.
Submit one copy of this application for each school/centre to School Finance.

Name of School Jurisdiction/Private School/Society: _____

Name of School/Centre: _____

Address: _____ **Postal Code:** _____

Contact Person: _____ **Telephone No:** _____

Fax No: _____ **E-Mail Address:** _____

Number of Program Unit children: (claimed on this application) ☐

Budget Amount: (for this application) $ ☐

Have any of these Program Unit children been with a previous operator? ☐ YES ☐ NO

Has Basic Instruction funding been claimed for these children? ☐ YES ☐ NO

NOTE:
- The Budget amount is subject to change upon review by the Alberta Learning staff.
- Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.

DECLARATION

The undersigned does hereby declare that an individualized program has been developed and will be carried out for each child on this application and that:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 2.5 of the Funding For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).
- long term plans for the child(ren) have been discussed with the receiving school authority(ies)

I certify that the programs identified in this report are being offered in accordance with Alberta Learning program requirements and that, to the best of my information and knowledge, the information provided on this application is correct.

_____ _____
(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE:

APPROVED BY: _____ **Amount Approved:** $_____
(Signature of Performance Certifier)
Special Programs Branch

_____ **Date Approved:** _____
(Signature of Expenditure Officer)
School Finance Branch

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Severe Disabling Conditions

Severe Mental Disability (Code 41)

A child with a severe cognitive disability is one who:

- has severe delays in all or most areas of development
- frequently has other disabilities including physical, sensory, medical and/or behavioural
- requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
- should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and
- has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., AAMR Adaptive Behaviour Scale-School: Second Edition (ABS-S:2), Vineland Adaptive Behaviour Scales, Scales of Independent Behaviour - Revised)

Severe Emotional/Behavioural Disability (Code 42)

A child with a severe emotional/behavioural disorder is one who:

- displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the child and other children; and/or

- is dangerously aggressive, destructive, and has violent behaviours toward self and/or others, and/or demonstrates extremely compulsive behaviours.

A clinical diagnosis within the last 2 years of a severe emotional/behavioural disorder by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation on the nature, frequency and severity of the disorder. The effects of the disability on the child's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a severe emotional/ behaviour disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavior components that are not sufficient to qualify are: Attention-Deficit/Hyperactivity Disorder (AD/HD), Attention Deficit Disorder (ADD).

Severe Multiple Disability (Code 43)

A child with multiple disabilities is one who:

- has two or more non-associated moderate to severe cognitive and/or physical disabilities which, in combination, result in the child functioning at a severe to profound level; and
- requires significant special programs, resources and/or therapeutic services

Children with a severe disability and another associated disability should be identified under the category of the primary severe disability. For example,

A child with a severe cognitive disability and another associated disability is not designated under this category, but is designated under severe cognitive disability.

A child with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)

ECS children diagnosed with Down syndrome in the most severe cases, should be reported under Sever Multiple Disability (Code 43)

Severe Physical or Medical Disability - including Autism (Code 44)

A child with a severe physical, medical or neurological disability is one who:

- has a medical diagnosis of a physical disability, a specific neurological disorder or medical condition which creates a significant impact on the child's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment); or
- requires extensive adult assistance and modifications to the learning environment in order to benefit from schooling

A child with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with autism.

In order for a diagnosis of autism to be made, the child needs to demonstrate difficulties in three broad areas:

- social interaction
- communication; and
- stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A child diagnosed with severe Fetal Alcohol Spectrum Disorder (FASD) may have Fetal Alcohol Syndrome (FAS) or Alcohol-Related Neurodevelopmental Disorder (ARND) and is included in this category (Code 44 – Severe Physical or Medical Disability – Including Autism). A clinical diagnosis by a psychiatrist, chartered psychologist with specialized training, *or medical professional specializing in* developmental disorders is required. A clinical diagnosis of FASD is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with FASD. Children with severe FASD who exhibit significant impairment in the areas of social functioning, life skills, behaviour, learning, attention, and concentration, will need extensive intervention and support.

Deafness (Code 45)

A child with a profound hearing loss is one who:

- has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 (Hz)) which interferes with the use of oral language as the primary form of communication or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and
- requires extensive modifications and specialized educational supports; and
- has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a child has a severe to profound sensori-neural hearing loss that has not changed significantly, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

BLINDNESS (Code 46)

A child with severe vision impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

If a child has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility

For those children who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Severe Communication Disorder (Code 47) - For ECS children only.

A child with a severe communication disorder has severe difficulty in communicating with peers and/or adults because of a severe disorder in expressive and/or receptive language and/or total language. This typically includes little, if any, expressive or receptive communication skills.

REVISED

Children who experience a severe communication disorder, as defined here, and have sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive and/or receptive language and/or total language. Results that are at or below the first percentile, on individual components of language (i.e. sentence structure, word structure, sentence recall, etc.) do not meet Alberta Learning criteria for a severe communication disorder.

Children whose primary language disorder is in the area of phonology are considered to meet criteria for Severe Communication disability under the following conditions:

- A current speech/language assessment identifies the severity of the child's phonological delay as falling in the severe to profound range
- The phonological delay is accompanied by delays in the child's receptive and/or expressive language
- The phonological delay significantly impacts the child's intelligibility
- The impact of the child's total language difficulties is such that extensive supports and services are required in order for the child to function within an ECS setting.

A speech language assessment report completed within six months prior to the day the child begins his/her program must be submitted , with the PUF application.

REVISED

To facilitate communication skills, these children may benefit from small group work or clustering with peers of the same age, and a 475-hour program may be sufficient.

If a child has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disorder), then the child would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS children and <u>does not</u> apply for students in grades 1 to 12.

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Alberta Learning ID #	Name of Child Surname/Given Name(s)	Age Dept Use Only	Date of Birth Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	**Assessed Primary Disability Code	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number of Centre Program Hours	In-Home Programs*** Total # of Visits	Total # of Visit Hours
		FIRST PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		SECOND PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		THIRD PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		FOURTH PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

* In this column please indicate whether it is:
(R) - for a renewal application;
(N) - for a new application.

** Refer to assessed primary disability by Code; i.e., Code 41 Severe Mental Disability, Code 42 Severe Emotional/Behavioral Disability, Code 43 Severe Multiple Disability, Code 44 Severe Physical or Medical (including autism) Disability, Code 45 Deafness, Code 46 Blindness and Code 47 Severe Communication Disability.

For code 44, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

*** Please show the total number of eligible home visits for the school year and the total number of hours these visits comprise.

PROGRAM UNIT FUNDING (PUF) BUDGET

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT **NAME(S)**_____

	PROGRAM UNIT COSTS

INSTRUCTIONAL COSTS

Salaries and Wages (# of hours_____X_____rate per hour) $_____
(# of hours should not exceed the child's program hours by more than 10%)

Employer's Portion of Fringe Benefits $_____

Services Purchased (Please specify service with # of hours and rate per hour)
_____ $_____
_____
_____
_____

Supplies and Materials (Please attach a list if > $500 per child) $_____

PARENT INSERVICE – please specify _____ $_____

STAFF INSERVICE – please specify _____ $_____

TRANSPORTATION COSTS:

- Transportation: to and from school # trips_____X $_____ _____
- In-Home Programs # visits_____X $_____ _____
- Other: - Field Trips _____
- In-Program Transportation _____

Total Transportation Costs _____(A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Sections 1.19 - 1.22 for School Jurisdictions.)

- Special Transportation # trips _____ X $11.40 _____
- Regular Transportation # children _____ X $423/yr _____
- In-Home Transportation # visits _____ X $11.40 _____
- Other Transportation Revenues (i.e., fees) _____

Total Transportation Revenues _____(B)

NET TRANSPORTATION COSTS: (Costs (A) less Revenues (B), if difference is negative enter 0) $_____

CAPITAL COSTS (child specific only)

Furniture and Equipment: Please specify: _____ $_____

Note: Please attach, to this application, a letter of recommendation from an appropriate specialist supporting the capital purchase.

TOTAL PROGRAM UNIT COSTS	$_____

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

DEPT. USE ONLY **CEILING AMOUNT** (based on program hours and # of home visits) _____

TOTAL ECS PROGRAM BUDGET FOR
DESIGNATED SPECIAL EDUCATION ECS PROGRAMS APPLYING FOR PROGRAM UNIT FUNDING (PUF)

INSTRUCTIONAL COSTS | **ECS PROGRAM COSTS**

Salaries and Wages (Please attach breakdown of # of teachers, aides, etc. and costs) $_____

Employer's Portion of Fringe Benefits $_____

Services Purchased (Please attach breakdown of type of service and cost) $_____

Supplies and Materials (Please attach a list if > $500 per child) $_____

PARENT INSERVICE $_____

STAFF INSERVICE $_____

TRANSPORTATION COSTS:

- Transportation: to and from school # trips_____ X $_____ _____
- In-Home Programs # visits_____ X $_____ _____
- Other: - Field Trips _____
- In-Program Transportation _____

Total Transportation Costs _____(A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Sections 1.19 - 1.22 for School Jurisdictions)

- Special Transportation # trips _____ X $11.40 _____
- Regular Transportation #children _____ X $423/yr _____
- In-Home Transportation # visits _____ X $11.40 _____
- Other Transportation Revenues _____

Total Transportation Revenues _____ (B)

NET TRANSPORTATION COSTS: (Costs (A) less Revenue (B), if difference is negative, enter $0) = $_____

FACILITY COSTS: (Please attach a list of costs) $_____

ADMINISTRATION: Please attach a breakdown of costs) $_____

CONTRIBUTION TO CAPITAL FUND

Furniture and Equipment: (Please attach a list of costs) $_____

TOTAL ECS PROGRAM COSTS $_____

LESS: APPLICABLE REVENUES

AB. Learning Basic Instruction $_____
Mild or Moderate $_____
Plant Operation and Maintenance $_____
AB–Learning Other (please attach a list) $_____
ECS Administration -(Applies only to private ECS operators) $_____
Other Revenues (please specify) $_____

TOTAL REVENUES $(_____)

NET ECS PROGRAM COSTS ELIGIBLE FOR PROGRAM UNIT FUNDING (total costs minus total revenues) $_____

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

DEPT. USE ONLY: CEILING AMOUNT (based on children's program hours and number of home visits) $_____

Alberta
LEARNING

EARLY CHILDHOOD SERVICES

ECS PROGRAM UNIT FUNDING STATEMENT OF ACTUAL EXPENDITURES FOR SCHOOL JURISDICTIONS 2002-2003 SCHOOL YEAR

NAME OF SCHOOL JURISDICTION: _____

- Complete only one summary of actual expenditures for all Program Units that you operate.
- School jurisdictions with approved Designated Special Education ECS programs should complete a separate form for each designated program.
- Final payment of Program Unit Funding will be based on the lesser of actual expenditures, approved budget amount, and ceiling amount.
- Guidelines for determining expenditures are found in the Funding Manual for School Authorities, Part 2, Section 2.5.

Contact Name: _____ Telephone No. _____

CERTIFICATION

FUNDING CALCULATION:

i) Actual Expenditures (from p. 2) $_____

ii) Approved Budgets Total (dept. only) $_____

iii) Funding Ceiling Total (dept. only) $_____

I certify that the information reported on this form is correct and that the above costs have not been claimed under any other program.

_____ _____

(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE ONLY:

Allocation Approved $_____

APPROVED BY: _____ _____

(Signature of Expenditure Officer) **(Date)**

Alberta
LEARNING
EARLY CHILDHOOD SERVICES

ECS PROGRAM UNIT FUNIDNG
STATEMENT OF ACTUAL EXPENDITURES
2002/2003 SCHOOL YEAR
FOR SCHOOL JURISDICTIONS

NAME OF SCHOOL JURISDICTION: _____

	ACTUAL EXPENDITURES
INSTRUCTION	
Salaries and Wages	_____
Employer's Portion of Fringe Benefits	_____
Services Purchased	_____
Supplies and Materials	_____
PARENT INSERVICE/STAFF INSERVICE	_____

TRANSPORTATION COSTS:

	Actual Cost (A)	Revenue (B)
To and From School	_____	_____
In-Home Visits	_____	_____
Other	_____	_____
TOTALS	_____	_____

NET Transportation Costs: (A) - (B) (if difference is negative, enter 0) _____

ADMINISTRATION COSTS (for Designated Special Education ECS Operators only) _____

CAPITAL: FURNITURE AND EQUIPMENT -
(ONLY capital equipment approved on a budget should be claimed.
Please attach a breakdown of capital purchased indicating the child beside each. _____

TOTAL ECS PUF EXPENDITURES **$** _____

NOTE: Administration costs and Operation and Maintenance costs are now provided under Sections 2.9 and 2.10 respectively. Approved Designated Special Education ECS Programs may still claim these costs.

FOR DESIGNATED SPECIAL EDUCATION ECS PROGRAMS ONLY

Please indicate the number of ECS children enrolled on Sept. 30 for this program _____

Basic Instruction and Operation and Maintenance Funding for these children will be applied to the total program costs and the net costs will eligible for program unit funding.

Alberta
LEARNING

APPLICATION FORM
EARLY CHILDHOOD SERVICES
TRANSPORTATION
2002 – 2003 School Year

TRANSPORTATION AS OF SEPTEMBER 30

_____
Name of Private ECS Operator or Private School

INSTRUCTIONS:

Complete this form using:

(a) the number of children with disabilities being transported.
(b) the number of days transported.
(c) the number of regular children being transported.
(d) the number of planned in-home visits.

DATE PROGRAM BEGINS: _____ **DATE PROGRAM ENDS:** _____

1 **Regular Transportation**
Number of eligible transported ECS children transported by a school bus, public transit system, or parent. _____ X $423 = $ _____

2 **Special Transportation**
Total number of days transported for all ECS children with disabilities requiring special transportation. _____ X $11.40 = $ _____

Number of special needs children requiring special transportation. _____

3 **In-Home Visits**
Total number of in-home visits for all ECS children. _____ X $11.40 = $ _____

Number of children in-home visits are provided for. _____

CERTIFICATION

I certify that to the best of my information and knowledge, the number of children transported, the number of in-home visits, and the number of days transported, are accurate.

_____ _____
(Signature of Secretary-Treasurer) **(Date)**

02AL2.6 **RETURN TO: SCHOOL FINANCE by November 29**

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").